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ABSTRACT

Several hundred junior high school students of French in Ontario were administered a battery of various tests of French skills and of language and cultural attitudes. The purpose of the testing was to determine the relationships among the dimensions being tested, as a step in the evaluation of Ontario's elementary French program. Total amount of French instruction correlated highest with students' scores on the listening and structural control segment of a speaking test. Amount of instruction correlates negatively with French class anxiety but positively with attitude toward learning French. None of these correlations is especially striking. The major impact of instructional emphasis appears to be on students' listening and oral-aural skills. An examination of student characteristic variables indicates that girls generally do better than boys, that intellectually superior students generally demonstrate relatively high achievement and positive attitudes, and that students with high academic achievement in other subjects show relatively great achievement in and more positive attitudes toward French. (JB)

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ELEMENTARY FRENCH PROGRAM EVALUATION: PRELIMINARY REPORT
THE BASE-LINE COHORT: THE GRADE 8 CLASS OF 1977-78

R. G. Stennett, Ph.D. & Lorna Isaacs

Research Report 78-05

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ELEMENTARY FRENCH PROGRAM EVALUATION: PRELIMINARY REPORT

THE BASE-LINE COHORT: THE GRADE 8 CLASS OF 1977-78

R. G. Stennett, Ph.D. & Lorna Isaacs

Educational Research Services
London Board of Education, London, Ontario

Since major changes in the elementary French program (Jutras and Gillin, 197), involving both increased instructional time and a significant shift in emphasis, are to be introduced over the next several years, an evaluation plan was developed to assess the impact of these changes. The primary objectives of the evaluation are to determine: (a) the extent to which the new curriculum produces the desired improvement in students' linguistic skills and (b) whether or not the additional instructional time devoted to French instruction affects students' achievement in English and/or mathematics.

Since such determinations require base-lines or reference points, the skill development of the last grade 8 class to receive the 'old' French curriculum, viz., the grade 8 class of 1977-78, had to be assessed. This preliminary report simply describes the results of that assessment.

The Base-line or Reference Groups

Two general strategies were used to limit the amount of time any one student would be required to spend completing tests. First, a separate cohort of students was used for each major facet of the study. Second, random subsamples of students were administered different French achievement tests.

Sampling and Testing Procedures

Using a computer-based procedure, all elementary schools (major units) were randomly assigned to one of five groups. Subsequent statistical comparisons of these groups of schools demonstrated that they were equivalent with respect to the student-characteristic dimensions used in the formula to allocate Learning Resource Teachers (Stennett & Isaacs, 1977).

One of these groups was then selected to provide the base-line data for assessing the effect of the increased instructional time devoted to French on mathematics and English (The Time Sample). Another was used to provide the base-line data to assess the impact of the new French curriculum (The French Sample).

All tests were administered in May of 1978.

The Time Sample: Fourteen classes were randomly selected from one group of nine schools to produce a sample of approximately 400 students.

In addition to completing a simple form giving identifying data and information relating to their past instruction in French, all students in this group were administered the Usage and Mathematics Concepts subtests of the Canadian Tests of Basic Skills (CTBS).

The French Sample: Fifteen classes were randomly selected from one group of ten schools to produce a sample of approximately 400 students. In addition to the identification form, all of these students were given, in classroom groups, the following three tests:

(1) the I.E.A. Listening test (French),

(2) the Survey of French Cultural Awareness, and

(3) the Language Research Group attitude scales of French Class

Anxiety, Attitude Toward French Canadians and Attitude Toward Learning French.

Two subsamples of approximately 150 students each were randomly selected from this large sample. In one subsample students were tested individually with a modified version of the Alberta Modern Language Study Aural-Oral Test (Parker, 1976); students in the other subsample were tested individually with the IEA French Speaking Test.

The remaining untested eight classes in this group of ten schools were administered the I.E.A. Reading Test.

The results of the grade 7 administration of the CTBS and Dominion Test of Learning Capacity (DTLC) were available for most of the students in all of the samples described above.

Tables 1(a) and 1(b) provide a statistical description of the various samples and subsamples of students participating in this study. An examination of the data in these two tables indicates that the various samples and subsamples are quite similar. The slight differences that do exist will, however, need to be considered when the 'experimental' effects are being assessed.

Program Monitoring

In order to evaluate the impact of changes in the French curriculum it is necessary to document the character of the existing (1977-78) program. This was done by having the coordinator of the French program or an Assistant[1] visit all of the classes in the French sample. During these visits

[1]Mr. G. Jutras and Mr. R. Gillin

a monitoring form, designed by Mr. Jutras, was completed which provided information on such things as length and frequency of French classes, proportion of time devoted to various linguistic skills, classroom atmosphere, etc. Some of the data captured on this monitoring form are summarized in Table 2.

RESULTS

Since the test results for the time sample will only be pertinent when compared to those for the grade 8 classes of 1978-79, only the results for the French sample will be presented in this report.

Cultural Awareness. The responses of our students on the Survey of French Cultural Awareness are summarized in Table 3. Similar data for a sample of 250 Carleton students who had received a daily 20-minute period of French instruction from K to 8 are also provided for purposes of comparison.

Attitudes. The responses of our students to the three attitude scales are summarized in Tables 4, 5 and 6. Our students' mean scores on the scales are fairly similar to those of grade 7 students in the national sample described by Gardner, Smythe and Smythe (1974). The means for the London and national samples, respectively, for the three scales are as follows: French Class Anxiety (19.71 and 20.13); Attitude Toward Learning French (40.76 and 44.93); Attitude Toward French Canadians (43.94 and 45.79). For the last two scales a high score indicates a positive attitude; for the first scale a high score means greater anxiety.

Reading. The IEA Reading test (Carroll, 1975) at the Population I level was used in this study because the reference group upon which it was based[2] seemed most appropriate and the French reading instruction London students have received by the end of grade 8 is quite limited. However, because of differences in the ages and instructional histories of our students and Population I students, no direct comparisons of their test scores can be made. Therefore, our students' performance on the reading test has to be assessed in a subjective, criterion-referenced manner. To assist in that assessment, the percents of students giving each response to each of the 35 items on the reading test are presented in Appendix A.

A percentage frequency distribution of students' scores on the reading test is given in Table 7. The mean score of 21.31 represents an average percent correct score of about 61.

The reader should note that the major comparisons of interest will be those between this year's grade 8 students and successive samples of grade 8 students who have been exposed to increasing amounts of the 'new' French program.

Listening. The same rationale and considerations involved in using the IEA Reading Test resulted in employing the IEA Listening Test at the Population I level.

An item analysis of the results of administering this test in May, 1978 to a random sample of 414 grade 8 students is presented in Appendix B.

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[2]A typical student in Population I is 10 years old and has had only a year or two of minimal exposure (15-30 minutes/day) to simple French vocabulary and grammatical structure.

A percentage frequency distribution of students' scores on the Listening Test is given in Table 8. The mean score of 16.44 represents an average percent correct score of about 47.

Speaking. For Population I level students the IEA Speaking Test consists of three subtests: *Pronunciation* - a measure of 'the ability to pronounce French with acceptable phonology'; *Structural Control* - the 'ability to select appropriate vocabulary and syntax to answer questions about simple but controlled situations', and *Fluency* - 'the quantity and quality of student's response in French when he was asked to speak somewhat more at length in describing sequences of events or in pictured situations' (Carroll, 1975).

Students' responses to this test were tape recorded and rated by a single French teacher.[3]

Pronunciation. In this test the student simply repeats a short sentence he hears from a tape recorder. His tape-recorded responses are subsequently rated (correct or incorrect) for the accuracy with which specific elements are reproduced. Appendix C gives the percent of the 141 students who took the Speaking Test who correctly reproduced each element.

A percentage frequency distribution of students' scores on the Pronunciation Test is given in Table 9. The mean number of elements correctly reproduced (17.81) represents an average percent correct score of 61.

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[3]Mrs. Roseanne McKay

Structural Control. In this test students were required to respond verbally with a single sentence in French to each of ten questions presented in French by means of a tape-recorder. In formulating each of their answers, students were able to rely on a picture which provided suitable content for each question. The first test question was "Qu'est-ce que c'est?" (Picture of a fish in a bowl); the last test question was "Qu'est-ce qu'il y a sur la table?" (Picture of a chef cutting up vegetables.)

Students' answers for each question were scored using the following scale: 0 - no response - 'yes' or 'no' - inappropriate or unintelligible response; 1 - an accumulation of serious errors or one serious error accompanied by one or several minor errors; 2 - one serious error or an accumulation of minor errors; 3 - one or two minor errors, and 4 - completely correct. Since there were 10 items, the maximum possible score is 40. The percents of students receiving each rating for their response to each of the ten questions are presented in Table 10.

The average score for the 141 students taking this test was 3.57, which is equivalent to an average percent correct score of 8.9.

Fluency. The IEA Population I Fluency Test requires the student to produce a series of sentences in response to one of two line-drawings. After looking at the picture of his choice for a minute, the student was told to start speaking and the first 30 seconds of his response was tape-recorded.

The scoring of a student's response involves counting: (a) the number of intelligible clauses; (b) the number of different grammatical structures; (c) the number of clauses correct in structure; (d) the number of clauses correct in morphology (inflection); (e) the number of clauses correct in vocabulary, and (f) the number of clauses correct in pronunciation. Using these figures a Fluency Quantity score is calculated

as 2b + 2c + d + 2e + 2f and a Fluency Quality Score is calculated as [6c + 3d + 6e + 6f] /a. A Total Fluency Score is defined as the sum of the Quantity and Quality Scores. (When variable a = 0, these scores, of course, become zero.)

Since no data are currently available for the IEA Population I normative sample, comparisons of the performance of our grade 8 students with that of this reference group are not possible.[4] The reader may, however, obtain some sense of how our students performed on the Fluency subtest by examining the data of Tables 11 and 12. It seems clear from these data that our students had considerable difficulty with this portion of the Speaking Test. About 30 percent were unable to produce even one intelligible independent or dependent clause and another 30 percent could produce only one (Table 11).

Aural-Oral Tests

These tests, developed as part of the Alberta Modern Language Study and modified locally, are designed to approximate real life situations as closely as possible. The tests are given individually and all verbal interactions are tape-recorded for subsequent scoring.

Aural Comprehension Without Visual Cues

In this test the student is asked nine questions in French and can give his response in English. His response to each question is scored as either correct or incorrect.

Table 13 lists the questions asked and gives the percent of students

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[4]Our major interest is, of course, in comparisons of the performance of successive cohorts of grade 8 London students.

answering each correctly. The average number of correct responses for the 140 students who took the test was 2.07, which is roughly equivalent to an average percent correct score of 23. Over 75% of the students got 3 or fewer of the 9 items correct.

Aural Comprehension With Visual Cues

In this test the student is shown a picture and asked 7 questions in French about it. He must respond in French. His answers are scored using the following scale: 0 - no response or incorrect; 1 - correct but limited answer, and 2 - correct and phrased in sentence form.

Table 14 lists the 7 questions asked and gives, for each, the percents of students' responses rated 0, 1 or 2. Since there were 7 items, the total possible score is 14. The average score for the 140 students who took this test was 3.17 and about 70% of the students received a score of 4 or less.

Task Completion

In this test students were asked, imagining that the examiner did not speak English, to either ask a question or give information in French.

Students' responses to each of the 11 items on this test were evaluated to yield two subscores, a Communication Score and a Structure Score. The Communication Score was simply the number of items the student completed satisfactorily enough to be understood....regardless of the adequacy of his French grammar, pronunciation, etc. The total possible communication score was, therefore, 11.

Table 15 lists the 11 items on this test and gives the percent of students receiving credit for each. The average number of satisfactory

responses was 3.67 which is the equivalent of an average percent correct score of 33. About 63% of the students obtained a communication score of 4 or less.

The structure score was calculated by simply counting, for each item, the number of relevant structures present in the student's response. The percents of students having various numbers of structures present in their responses to each item of the Task Completion Test are presented in Table 16. Since there were a total of 42 structures, the total possible Structure Score was 42. The average score for the 140 students who took this test was 16.04 which is equivalent to an average percent correct score of 38. Fifty-six percent of the students had Structures Scores of 17 or less.

RELATIONSHIPS AMONG DIMENSIONS STUDIED

Instruction and Skill Development

Since the major changes being made to the French program are in the amount of instructional time and the emphasis in the curriculum, it is of some interest to assess the extent to which current variations in these dimensions are related to student skill development. The classroom monitoring data permit a preliminary, limited assessment of these relationships.

Instructional Time From the data obtained via the student identification form it was possible to determine roughly the total amount of in-school instruction in French each student had received. These data were correlated with students' scores on the various measures of linguistic skill, attitude and cultural awareness. Although most of the correlations are quite small (-.014 to .286), some are statistically significant. Total amount of French instruc-

tion correlates highest with students' scores on the Listening (.286) and Structural Control segment of the Speaking Test (.285). It correlates negatively with French Class Anxiety (-.176) but positively with Attitude Toward Learning French (.133).

The fact that these correlations are all quite low results in part from the fact that there is little variation among students in the amount of French instruction they have received. It is, therefore, quite possible that, when students have been exposed to more instruction, there will be a significant impact on their achievement.

Program Emphasis In the process of monitoring the French classes estimates were made of the percent of instructional time devoted to Aural Comprehension, Oral Expression, Reading and Writing. Since one thrust of the new program is to put relatively more emphasis on the oral-aural components, it is pertinent to examine the extent to which existing differences in emphasis are reflected in differential skill development. The pattern of correlations among the measures of program emphasis and measures of student achievement clearly indicate that program emphasis does produce differential skill achievement. The relevant correlation coefficients are presented in Table 17.

The major impact of instructional emphasis appears to be on students' listening and oral-aural skills. It is evident from the correlations in Table 17 that the more instructional time teachers devote to aural comprehension and oral expression, the better students do on tests of listening and oral-aural skills. Conversely, when more emphasis is given to reading and writing instruction, students tend to do less well on tests of oral-aural and listening skills. (The size of the correlation coefficients is

limited in part by the fact that the amount of variation in the emphasis given to various program components is relatively limited.)

Relationships of Student Characteristics to French Achievement

Table 18 presents the correlations among several student characteristic variables and students' scores on the various French achievement and attitude measures. An examination of these figures points up the following trends: (a) girls generally do better than boys, (b) intellectually superior students generally demonstrate both higher achievement and more positive attitudes, and (c) students with high academic achievement in other subject areas generally show both greater achievement in French and more positive attitudes.

It appears that the more generally competent a student is, the better he will do in French. He will also have more positive attitudes toward French Canadians and the study of French and will experience less anxiety in his French classes.

Relationships Among French Skills

Since all students were not given all of the French tests, it is not possible to assess all of the interrelationships among them. The following relationships, however, were established: (a) Students' performance on the Listening Test is moderately correlated with their scores on both the Speaking Subtests (.224 with Pronunciation and .421 with Structural Control) and the four Oral-Aural measures (correlations of .478 to .522). (b) The Speaking subtests, Pronunciation and Structural Control, produce relatively independent scores (.188). (c) The four Oral-Aural Subtest scores correlate quite substantially with one another, the correlations

ranging from .661 to .893.

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TABLE 1(a) Comparison of Two Major Samples of Students Participating in the Study.

Variable		Sample			
		French (N=361)		Time (N=616)	
		N	%	N	%
Year of Birth:	1962	4	1.1	4	.7
	1963	55	15.3	64	10.4
	1964	282	78.6	512	83.3
	1965+	18	5.0	35	5.7
Sex:	Male	179	49.6	283	45.9
	Female	182	50.4	333	54.1
		Mean	S.D.	Mean	S.D.
DTLC IQ (Grade 7)		109.48	12.36	109.39	11.84
CTBS - Usage S.S.*		60.11	8.84	61.42	10.45
CTBS - Math Concepts S.S.		60.45	11.04	60.28	9.81
CTBS - Total Average S.S.		60.67	7.44	61.14	7.68

*Standard Score - Mean = 60, Standard Deviation (S.D.) = 10

TABLE 1(b) Comparison of French Subsamples

Variable		Tests Administered				ANOVA*
		IEA Listening	IEA Listening & Speaking	IEA Listening & Aural-Oral	IEA Reading	
Number of Cases		135	141	138	203	
Year of Birth (%)	1962	.7	.7	0.0	1.0	n.s.
	1963	13.4	7.8	8.7	11.4	
	1964	79.9	87.9	83.3	82.2	
	1965+	6.0	3.5	8.0	5.4	
Sex (%)	Male	41.8	47.5	49.3	45.3	n.s.
	Female	58.2	52.5	50.7	54.7	
Percent Receiving Regular French Program		45	76	75	75	
Second Language at Home?	% No	82.2	85.8	84.1	83.7	n.s.
	% Yes, Not French	14.1	14.2	15.2	13.3	
	% Yes, French	3.7	0.0	.7	3.0	
CTBS - Mean S.S.	Usage	62.66	61.34	62.83	59.64	p <.05
	Math	60.88	59.68	60.74	59.19	n.s.
	Total Average	62.23	61.04	62.18	59.73	p <.05
DTLC Mean IQ		109.43	110.01	111.25	107.71	n.s.

*Figures in this column give the results of Analysis of Variance (ANOVA) tests comparing the various subsamples. N.S. means the difference among the subsamples are not statistically significant. P <.05 means that the observed differences could appear by chance less than once in twenty times, i.e., they are statistically significant.

TABLE 2 Summary of Selected Monitoring Form Data for Twenty Grade 8 French Classes.

Variable	Grade 8	Grade 7
Mean....		
- number of minutes/week timetabled	107	107
- number of minutes/week actually taught	105	103
- percent of time devoted to...		
aural comprehension	34	35
oral expression	32	31
reading	15	15
writing	20	19

TABLE 3 Percent of London and Carleton Students' Responding Correctly to Each Item on the Survey of French Cultural Awareness

Item	London Sample (N=418)	Carleton Sample (N=250)
Items pertaining to France:		
28. Bastille Day	60	70
6. Caviar	28	22
17. Tour de France	48	60
24. Champs Elysées	49	40
21. President	17	21
Average Percent	*40.4*	*42.6*
International French		
16. Language for 80 Million	24	22
18. Second Language - Algeria	24	23
4. LaMarseillaise - St. Pierre	33	32
Average Percent	*27.0*	*25.7*
Canada: Non-Quebec		
3. % Francophone Canadians	52	51
8. St. Boniface	30	29
1. French Newspapers	44	91
30. War 1750's & 60's (7 Year)	43	49
25. Acadians	43	48
Average Percent	*42.4*	*53.6*
Canada: Quebec		
7. Quebec - Asbestos	53	50
2. French Greeting	48	30
5. St. Jean Baptiste	53	72
15. Grade 6 - Last Elementary Grade	36	26
22. Felix Leclerc - Chansonnier	26	28
23. Woven Sash - Dancing	43	38
29. Dollard des Ormeaux	23	26
20. Pork Pie	46	45
19. Felix Leclerc - Song Writer	38	22
26. René Levesque	78	88
27. Father, Family, Blessing	71	66
9. CEGEP	39	42
10. St. Catharine's Day	29	26
11. Quebec - Farm Fields	65	54
12. Winter Sports Carnival	87	83
13. Gabrielle Roy	26	23
14. Wood Carving	35	42
Average Percent	*46.8*	*44.8*
Mean Number of Items Correct/30	*12.8*	*13.7*

TABLE 4 Percents of Students 'Agreeing' With the Five Items Making Up the French Class Anxiety Scale

	Item	Percent*		
		Agree	Neutral	Disagree
2	I am afraid other students will laugh at me when I speak French.	26	16	58
7	I never feel quite sure of myself when I am speaking in our French class.	65	10	25
11	It embarrasses me to volunteer answers in our French class.	24	14	62
15	I always feel that other students speak French better than I do.	54	17	29
19	I get nervous and confused when I am speaking in my French class.	44	15	41

*% Agree = % Strongly Agree + % Moderately Agree + % Slightly Agree
% Disagree = % Strongly Disagree + % Moderately Disagree + % Slightly Disagree.

TABLE 5 Percents of Students 'Agreeing' With the Ten Items Making Up the Attitude Toward Learning French Scale.

	Item	Percent		
		Agree	Neutral	Disagree
1	French is an important part of the school programme.	60	11	29
4	I would rather spend my time on subjects other than French.	60	15	24
5	I really enjoy learning French.	42	14	44
8	Learning French is a waste of time.	19	11	70
9	I plan to learn as much French as possible.	48	12	40
12	I think that learning French is dull.	39	11	49
14	I love learning French.	28	14	59
17	I hate French.	38	8	54
22	Learning French is really great.	38	13	50
24	When I leave school, I shall give up the study of French entirely because I am not interested in it.	35	13	52

TABLE 6 Percents of Students 'Agreeing' With the Ten Items Making Up The Attitude Towards French Canadians Scale.

	Item	Percent		
		Agree	Neutral	Disagree
3	Some of our best citizens are of French-Canadian descent.	26	38	36
6	I would like to know more French Canadians.	34	34	32
10	If Canada should lose the French culture of Quebec, it would indeed be a great loss.	60	17	23
13	French Canadians add a distinctive flavour to the Canadian culture.	54	25	21
16	French Canadians have preserved much of the beauty of the old Canadian folkways.	50	35	15
18	The French-Canadian heritage is an important part of our Canadian identity.	57	25	18
20	French Canadians are a very sociable, warm-hearted and creative people.	36	45	19
21	The more I get to know the French Canadians, the more I want to be fluent in their language.	33	30	37
23	Most French Canadians are so friendly and easy to get along with that Canada is fortunate to have them.	32	39	30
25	English Canadians should make a greater effort to learn the French language.	50	18	32

TABLE 7 Percentage Frequency Distribution of Reading Test Scores for 203 Grade 8 Students (May, 1978)

Score Interval	Number Of Cases	Percent of Cases	Cumulative % of Cases
0 - 5	1	0.5	100.0
6 - 10	4	2.0	99.5
11 - 15	35	17.2	97.5
16 - 20	56	27.6	80.3
21 - 25	52	25.6	52.7
26 - 30	41	20.2	27.1
31 - 35	14	6.9	6.9
Totals	203	100.0	--

Mean = 21.31 S.D. = 6.01

TABLE 8 Percentage Frequency Distribution of Listening Test Scores for 414 Grade 8 Students (May, 1978)

Score Interval	Number Of Cases	Percent Of Cases	Cumulative % Of Cases
0 - 5	3	0.7	99.9
6 - 10	25	6.0	99.2
11 - 15	145	35.0	93.2
16 - 20	171	41.3	58.2
21 - 25	64	15.5	16.9
26 - 30	5	1.2	1.4
31 - 35	1	0.2	0.2
Totals	414	99.9	

Mean = 16.44 S.D. = 4.38

TABLE 9 Percentage Frequency Distribution of Pronunciation Test Scores for 141 Grade 8 Students (May, 1978)

Score Interval	Number Of Cases	Percent Of Cases	Cumulative % Of Cases
0 - 6	0	0.0	
7 - 9	2	1.4	100.0
10 - 12	6	4.3	98.6
13 - 15	24	17.0	94.3
16 - 18	46	32.6	77.3
19 - 21	45	31.9	44.7
22 - 24	18	12.8	12.8
>24	0	0.0	0.0
Totals	141	100.0	--

TABLE 10 Percents of Students Receiving Each Possible Rating For Their Response to Each of the 10 Items Making Up The IEA Structural Control Test

Rating*	Items									
	1	2	3	4	5	6	7	8	9	10
0	84	87	78	95	83	57	92	82	91	89
1	4	4	9	1	5	16	1	4	3	5
2	7	1	6	1	6	13	4	5	5	5
3	1	4	6	2	5	4	4	6	0	1
4	4	4	1	0	1	10	0	3	1	0

* 0 = no response - 'yes' or 'no' - inappropriate or unintelligible response; 1 = an accumulation of serious errors or one serious error accompanied by one or several minor errors; 2 = one serious error or an accumulation of minor errors; 3 = one or two minor errors; 4 = completely correct

TABLE 11 Percents of Students Receiving Scores of 0 to 9 on Each of the Six Variables Used to Calculate the Fluency Quantity and Quality Scores

Number of....	Student Score									
	0	1	2	3	4	5	6	7	8	9
Intelligible Clauses	29	31	22	11	4	2				
Different Structures	27	18	21	9	11	6	2	2	3	1
Clauses Correct in Structure	33	29	22	11	1	2			1	
Clauses Correct in Morphology	45	33	15	5	1	1				
Clauses Correct in Vocabulary	43	28	16	9	2	1				1
Clauses Correct in Pronunciation	42	30	16	9	4		1			

TABLE 12 Frequency Distribution of Students' Fluency, Quantity, Quality and Total Scores

Score Range	Fluency Subtest Scores					
	Quantity		Quality		Total	
	N	%	N	%	N	%
0	41	29.1	41	29.1	41	29.1
1 - 5	5	3.5	1	0.7	0	0.0
6 - 10	34	24.1	12	8.5	3	2.1
11 - 15	15	10.6	29	20.6	3	2.1
16 - 20	20	14.2	35	24.8	9	6.4
21 - 25	4	2.8	21	14.9	10	7.1
26 - 30	11	7.8	2	1.4	25	17.7
31 - 35	4	2.8			11	7.8
36 - 40	5	3.5			13	9.2
41 - 45	1	0.7			9	6.4
46 - 50					8	5.7
51 - 55					5	3.5
56 - 60					3	2.1
>60	1	0.7			1	0.7
Mean	12.00		11.55		23.62	
S.D.	11.85		8.34		18.55	

TABLE 13 Percents of 140 Grade 8 Students Responding Correctly to Each Of The Nine Questions On The 'Aural Comprehension Without Visual Cues' Test

Question	% of Students Responding Correctly
1. Comment s'appelle le président américain?	46.4
2. Quelle est l'adresse de ton école?	24.3
3. Combien font seize et quatre?	4.3
4. En quelle saison est Noël?	25.0
5. Est-ce que tu as beaucoup de frères?	14.3
6. Quel âge est-ce que tu as?	27.1
7. Est-ce que ton père est très grand?	22.9
8. Est-ce qu'il fait froid en été?	31.4
9. À quelle heure est-ce que tu prends ton petit déjeuner?	12.9

TABLE 14 Percents of Students' Responses Rated 0, 1 or 2 For Each of the 7 Questions on the 'Aural Comprehension With Visual Cues' Test

Question	Rating*		
	0	1	2
1. Combien de garçons et de filles est-ce qu'il ya?	72.1	23.6	4.3
2. Qu'est-ce que la jeune fille porte?	83.6	5.7	10.7
3. Qu'est-ce que les enfants font ici?	95.7	2.1	2.1
4. Est-ce que la maison est grande?	35.0	22.9	42.1
5. Où sont les arbres?	97.9	1.4	0.7
6. Quel temps fait-il?	60.0	6.4	33.6
7. De quelle couleur est la neige?	45.0	36.4	18.6

* 0 = no response or incorrect
1 = correct but limited answer
2 = correct and phrased in sentence form

TABLE 15 Percents of Students Receiving a Satisfactory Communication Rating for Each of the 11 Items on the Task Completion Test

Item	% of Students Receiving a Satisfactory Rating
1. Ask me where the washroom is.	30.0
2. Ask me if I speak French.	50.7
3. Tell me that there are 15 boys in your class.	28.6
4. Tell me you have brown shoes.	10.7
5. Tell me that it's very hot today.	47.9
6. Ask me if I watch T.V.	29.3
7. Tell me that you don't sing.	48.6
8. Tell me how old you are.	36.4
9. Tell me when Christmas is.	21.4
10. Ask me if my house is small.	36.4
11. Tell me that you eat a lot.	27.9

TABLE 16 Percents of Students Receiving Various Possible Structures Scores for Each of the 11 Items on the Task Completion Test

Item*	Possible Score	Scores Received						
		0	1	2	3	4	5	6
1	4	46	13	21	4	16		
2	3	21	24	19	36			
3	6	25	9	19	18	21	7	1
4	4	30	37	24	9	0		
5	4	29	19	34	16	3		
6	4	18	29	24	20	9		
7	2	43	28	29				
8	3	23	50	14	13			
9	5	14	25	24	23	16	1	
10	5	18	17	24	34	8	0	
11	2	61	32	7				

*See Table 14 for a list of items

TABLE 17 Correlations Among Measures of Program Emphasis and Student Achievement

Percent of Instructional Time Devoted To....	Listening	Speaking		Oral-Aural				Reading
						Task Completion		
		Pronunciation	Structural Control	Comprehension	Questions & Answers	Comprehension	Structural Control	
Aural Comprehension	123	-067	-168	300	209	306	239	004
Oral Expression	121	-062	-165	304	213	311	242	004
Reading	-184	021	083	-388	-269	-355	-323	005
Writing	-063	076	182	-194	-137	-221	-147	-009

Decimals have been omitted for ease of reading.

TABLE 18 Correlations Among Several Achievement and Attitude Variables and Student Sex, IQ and General Academic Achievement

Student Characteristic	Listening	Speaking		Oral-Aural				Reading	Attitude			Cultural Awareness
						Task Completion						
		Pronunciation	Structural Control	Comprehension	Questions and Answers	Comprehension	Structural Control		Attitude To French Canadians	French Class Anxiety	Attitude Toward Learning French	
Sex[1]	187	028	076	000	139	198	245	310	214	-022	393	-072
IQ	397	081	322	488	405	413	387	452	140	-314	210	391
CTBS - Usage	347	091	351	326	314	373	362	411	227	-342	270	268
CTBS - Math	305	147	199	286	209	230	247	445	075	-242	120	362
CTBS - Total Average Score	463	229	461	522	454	425	453	578	235	-387	307	496

Decimals omitted for ease of reading.

[1]Sex Coded: 1 = Male, 2 = Female

APPENDIX A

Item Analysis of the IEA Reading Test for a Random Sample of 203 Grade 8 Students (May, 1978)

Item	Response				Item	Response			
	A	B	C	D		A	B	C	D
1	9.5	9.5	*57.2*	23.9	21	6.5	*64.7*	4.5	24.4
2	9.0	18.4	14.9	*57.7*	22	37.1	11.9	4.0	*47.0*
3	*59.9*	21.8	2.5	15.8	23	15.3	*73.8*	5.4	5.4
4	20.9	5.0	*66.7*	7.5	24	*74.8*	12.9	7.4	5.0
5	13.0	*72.0*	11.5	3.5	25	1.0	3.9	3.9	*91.1*
6	3.9	*81.8*	1.5	12.8	26	28.9	14.4	*49.3*	7.5
7	9.0	23.4	26.4	*41.3*	27	44.4	4.0	*45.5*	6.1
8	*84.7*	5.4	7.9	2.0	28	3.5	21.4	6.0	*69.2*
9	*32.7*	18.8	18.8	29.7	29	*54.3*	14.1	3.5	28.1
10	*53.3*	11.6	20.6	14.6	30	5.5	*54.0*	15.0	25.5
11	19.1	*65.3*	11.1	4.5	31	9.0	*55.5*	11.5	24.0
12	*53.3*	12.6	8.0	26.1	32	*64.6*	5.1	16.2	14.1
13	*52.0*	11.4	8.4	28.2	33	23.6	*43.2*	7.5	25.6
14	5.9	8.9	*79.2*	5.9	34	10.1	5.0	12.6	*72.4*
15	*52.3*	17.4	8.7	21.5	35	6.7	33.8	22.1	*37.4*
16	7.9	*79.2*	4.5	8.4					
17	*73.3*	5.9	5.9	14.9					
18	3.0	*85.1*	7.0	5.0					
19	11.0	17.0	19.0	*53.0*					
20.	15.5	8.0	17.0	*59.5*					

FRENCH READING TEST
POPULATION I

Scoring Key

If a student has put two responses to an item, without crossing one of them out, he should score "0" for that item. The maximum score for this test is 35 points.

1.	C (3)	19.	D (4)
2.	D (4)	20.	D (4)
3.	A (1)	21.	B (2)
4.	C (3)	22.	D (4)
5.	B (2)	23.	B (2)
6.	B (2)	24.	A (1)
7.	D (4)	25.	D (4)
8.	A (1)	26.	C (3)
9.	A (1)	27.	C (3)
10.	A (1)	28.	D (4)
11.	B (2)	29.	A (1)
12.	A (1)	30.	B (2)
13.	A (1)	31.	B (2)
14.	C (3)	32.	A (1)
15.	A (1)	33.	B (2)
16.	B (2)	34.	D (4)
17.	A (1)	35.	D (4)
18.	B (2)		

APPENDIX B

Item Analysis of the IEA Listening Test for a Random Sample of 414 Grade 8 Students (May, 1978)

Item	Response				Item	Response			
	A	B	C	D		A	B	C	D
1	20.6	7.7	*67.8*	3.9	21	6.3	22.1	*70.3*	1.2
2	3.2	15.1	45.3	*36.5*	22	2.4	*83.5*	2.4	11.6
3	*29.9*	34.1	12.4	23.6	23	27.6	16.8	17.6	*38.0*
4	8.7	7.0	16.0	*68.2*	24	7.5	7.5	*76.0*	9.0
5	32.2	*22.4*	29.3	16.1	25	19.0	*25.3*	15.3	40.4
6	8.3	25.3	*41.6*	24.8	26	10.7	*55.7*	13.1	20.6
7	13.3	9.9	*69.0*	7.7	27	*60.9*	14.1	21.8	3.2
8	50.7	*26.5*	9.2	13.6	28	52.9	4.9	*32.5*	9.7
9	9.9	48.8	18.8	*22.5*	29	*41.2*	33.2	12.0	13.7
10	10.9	42.5	10.9	*35.7*	30	6.9	28.2	*45.8*	19.1
11	9.0	24.3	34.5	*32.3*	31	16.6	11.0	*55.1*	17.3
12	13.2	20.8	26.4	*39.6*	32	23.0	*25.9*	11.7	39.4
13	10.1	16.0	*58.0*	15.8	33	35.2	*24.2*	19.1	21.5
14	41.4	12.3	*19.6*	26.6	34	4.4	10.4	*81.3*	3.9
15	18.0	*48.0*	21.7	12.2	35	*31.8*	16.1	33.5	18.6
16	*85.7*	6.3	3.9	4.1					
17	*30.3*	7.3	39.2	23.2					
18	4.4	34.1	5.6	*55.9*					
19	7.7	*70.0*	10.7	11.6					
20	24.1	9.0	19.8	*47.1*					

FRENCH LISTENING TEST
POPULATION I

Scoring Key

If a student has put two responses to an item, without crossing one of them out, he should score "0" for that item. The maximum score for this test is 35 points.

1.	C (3)	19.	B (2)
2.	D (4)	20.	D (4)
3.	A (1)	21.	C (3)
4.	D (4)	22.	B (2)
5.	B (2)	23.	D (4)
6.	C (3)	24.	C (3)
7.	C (3)	25.	B (2)
8.	B (2)	26.	B (2)
9.	D (4)	27.	A (1)
10.	D (4)	28.	C (3)
11.	D (4)	29.	A (1)
12.	D (4)	30.	C (3)
13.	C (3)	31.	C (3)
14.	C (3)	32.	B (2)
15.	B (2)	33.	B (2)
16.	A (1)	34.	C (3)
17.	A (1)	35.	A (1)
18.	D (4)		

APPENDIX C

Percent of 141 Grade 8 Students Correctly Reproducing Each Element of the IEA Pronunciation Test (May, 1978)

Item	Element Assessed	% Correct
4. Tout est fini.	1. (u)	98
	2. (i)	89
5. La nuit est tombée.	3. (yi)	51
	4. (e)	57
6. J'ai lu ce livre.	5. (y)	80
	6. (i)	97
7. Tu attends le train?	7. (ã)	72
	8. (tr)	75
8. Elle a deux bébés.	9. (ø)	69
	10. (e)	51
9. Donne-lui un peu d'eau.	11. (O)	52
10. Elle a des oeufs.	12. (ø)	48
11. Reviens en été.	13. (r)	82
	14. (liaison)	44
12. Voyons, c'est très beau.	15. (O)	28
13. C'est difficile pour les filles.	16. (l)	16
	17. (j)	20
14. On sonne.	18. (ɔ)	86
	19. (ɔn)	79
15. Elle a de petites mains.	20. (t)	75
	21. (ɛ)	59
16. Le garçon écrit sur le mur.	22. (ɔ)	81
	23. (y)	7
17. Pour lui, c'est tard.	24. (r)	75
	25. (r)	44
18. C'est fort, mais c'est bon!	26. (ɔ)	60
	27. (ɔ̃)	51
19. Elles servent la soupe.	28. (v)	51
	29. (p)	84